

ESS

Command terms with definitions

These command terms indicate the depth of treatment required for a given assessment statement and relate to the course objectives in the "Assessment objectives" section. Objectives 1 and 2 are lower-order skills and objectives 3, 4 and 5 relate to higher-order skills. These terms will be used in examination questions, and so it is important that students are familiar with the following definitions.

Objective 1

- Define** Give the precise meaning of a word, phrase, concept or physical quantity.
- Draw** Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
- Label** Add labels to a diagram.
- List** Give a sequence of brief answers with no explanation.
- Measure** Obtain a value for a quantity.
- State** Give a specific name, value or other brief answer without explanation or calculation.

Objective 2

- Annotate** Add brief notes to a diagram or graph.
- Apply** Use an idea, equation, principle, theory or law in relation to a given problem or issue.
- Calculate** Obtain a numerical answer showing the relevant stages of working.
- Describe** Give a detailed account.
- Distinguish** Make clear the differences between two or more concepts or items.
- Estimate** Obtain an approximate value.
- Identify** Provide an answer from a number of possibilities.
- Outline** Give a brief account or summary.

Objectives 3, 4 and 5

- Analyse** Break down in order to bring out the essential elements or structure.
- Comment** Give a judgment based on a given statement or result of a calculation.
- Compare and contrast** Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
- Construct** Display information in a diagrammatic or logical form.
- Deduce** Reach a conclusion from the information given.
- Derive** Manipulate a mathematical relationship to give a new equation or relationship.
- Design** Produce a plan, simulation or model.
- Determine** Obtain the only possible answer.
- Discuss** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
- Evaluate** Make an appraisal by weighing up the strengths and limitations.
- Explain** Give a detailed account, including reasons or causes.
- Justify** Give valid reasons or evidence to support an answer or conclusion.
- Predict** Give an expected result.
- Solve** Obtain the answer(s) using algebraic and/or numerical methods and/or graphical methods.
- Suggest** Propose a solution, hypothesis or other possible answer.